



SC Annual School Report Card Summary

Red Bank Elementary School
Lexington 1
Grades: PK-5 Enrollment: 638
Principal: Marie Watson
Superintendent: Dr. Karen C. Woodward
Board Chair: Cynthia S. Smith

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Average	TBD	TBD	D	N/A
2012	Average	Good	Silver	N/A	B	N/A
2011	Average	Average	Silver	N/A	Not Met	N/A

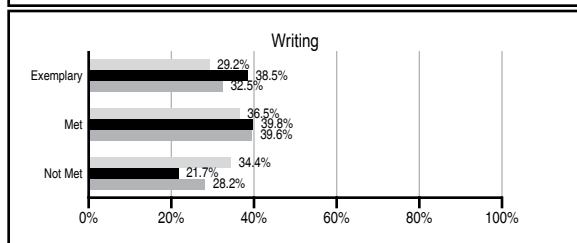
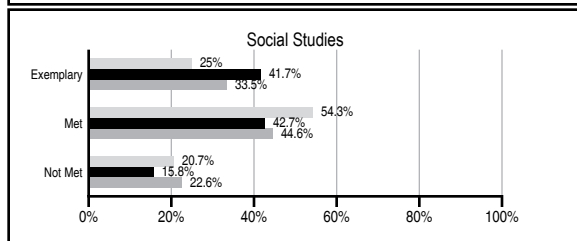
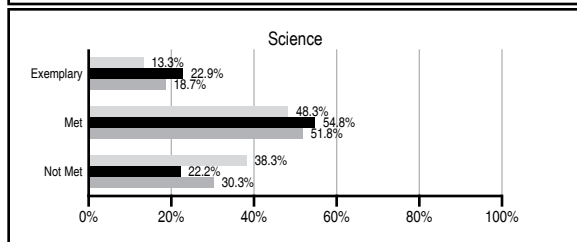
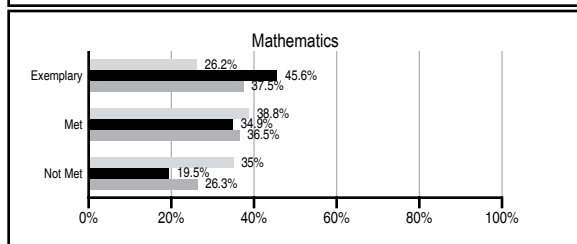
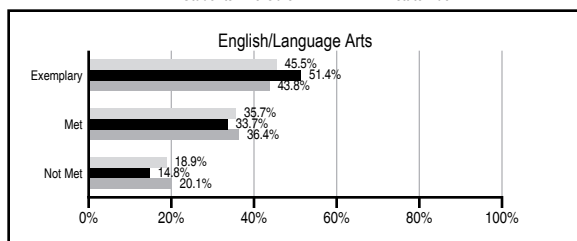
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
41	38	9	0	1

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Red Bank Elementary School [Lexington 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=638)				
Retention rate	0.0%	No Change	0.8%	0.9%
Attendance rate	95.6%	Down from 96.0%	96.4%	96.3%
Served by gifted and talented program	7.7%	N/A	10.1%	7.2%
With disabilities	13.7%	N/A	11.8%	12.4%
Older than usual for grade	0.9%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	73.5%	Up from 70.8%	64.8%	62.5%
Continuing contract teachers	85.7%	Up from 79.2%	86.7%	83.3%
Teachers returning from previous year	90.7%	Up from 86.1%	89.7%	88.3%
Teacher attendance rate	94.0%	Down from 95.1%	95.0%	95.0%
Average teacher salary*	\$50,713	Up 1.8%	\$49,374	\$48,193
Classes not taught by highly qualified teachers	1.8%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	5.3 days	Down from 8.2 days	12.0 days	11.0 days
School				
Principal's years at school	10.0	Up from 9.0	6.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.1 to 1	20.8 to 1	20.1 to 1
Prime instructional time	89.3%	Down from 90.8%	90.2%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,737	Down 9.2%	\$7,060	\$7,364
Percent of expenditures for instruction**	67.0%	Down from 67.1%	69.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Up from 65.7%	67.0%	66.0%
ESEA composite index score	68.6	Down from 88.0	90.9	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	39	100	47
Percent satisfied with learning environment	87.2%	83%	89.4%
Percent satisfied with social and physical environment	89.7%	87%	83%
Percent satisfied with school-home relations	82.1%	86%	76.6%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Red Bank Elementary School continues to make strides in the implementation of competency-based, personalized learning. Stakeholders realize the importance of requiring that students become proficient at one level before moving to a new level of learning. Students are aware of the learning targets, and this transparency of expectations motivates students to master one level before moving to the next.

A major step supporting the competency-based approach has been the use of a standards-based report card. Each student has a personalized report card that communicates exactly where he is working and the level of progress he is making. Students understand the language of learning as emerging, developing, proficient or advanced.

Students use academic language when describing their learning because they have analyzed the standards for learning and know exactly where they are working. This culture of learning is centered in collaboration, communication, critical thinking and creativity. A learning management system individualizes each student's learning plan. Through this system, students are able to remain aware of their progress, work on assignments, take assessments and communicate.

One of the challenges facing our students and staff is the availability of technology. In a personalized system, students need access to their learning dashboard whenever they are ready to work. Since the work is competency-based rather than time-based, it is important that students have constant access to devices so that they can work at their individual pace.

Another challenge that affects learning is the attendance of our students. We have worked with students and their parents through individual conferences, attendance contracts and support agencies in order to improve the chronic tardy and absence patterns of some of our students. This continues to impact our students' ability to learn.

Our students have shown good progress on standardized testing on Measures of Academic Progress (MAP) with 64% of students meeting their learning targets in English language arts and 59% meeting their targets in mathematics. The national average for both subjects is 50% of students meeting those targets.

In addition to core academics, our school has earned recognition as a Green Steps school, received a Farm to School grant and established a school garden maintained by a student garden club. Our First Lego League and 4-H Club students have received awards for their achievements. The Special Olympics Fan Club and Unified Team has received both state and national recognition.

We are proud of the progress our students are making toward self-directed, individualized learning. We expect to continue to improve as we further implement personalized learning.

Principal Marie Watson and SIC Chair Thomas Dandridge

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status